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THE ELEMENTARY SCHOOL TEACHER

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A GRADED COURSE IN SCHOOLROOM GYMNASTICS. III

JULIA ANNA NORRIS

School of Education, The University of Chicago

GYMNASTICS BY COMMAND (*continued*)

It will be noticed that, beginning with the fourth lesson for the fifth grade (below, p. 353), and all higher grades, the introductory movement becomes a running in place with arm movements combined. This practice is introduced because at about the time of the year that this lesson would naturally be reached the weather becomes cold enough to complicate the ventilation question. Children who have been sitting quietly for some time may feel uncomfortably chilly if the windows are opened before they have had a chance to get the circulation started. If, however, a general vigorous exercise be taken first so that the skin is in a glow it will usually be safe immediately afterward to open the windows for the performance of the rest of the lesson.

Common-sense must, however, be used. It will often be better, instead of raising the windows at the bottom, to lower them at the top so that the wind will not blow directly on the children. The room may cool off so rapidly that it will be necessary to close the windows after only a few minutes, finishing the lesson under this condition. Care should be taken that children of low vitality do not stand close by open windows.

The arrangement of the class should be such as to facilitate observation of the children by the teacher and of the teacher by the children. The distribution within the rows, therefore,

should be according to height, the shorter children in front. In the two upper grades it is well to have the boys and the girls stand in separate rows.

In the further interest of observation and especially of manual correction every third aisle should be vacant. This enables the teacher to come close to any child in the room by moving up and down the vacant aisles. The arrangement can usually be accomplished by having two rows rise on the right side of their chairs, the rest on the left, thus leaving one aisle free, and by assigning special places to the children occupying the other aisle to be vacated. In a full room it may be necessary that these special places shall be in front of the occupied aisles, but in many rooms a few vacant seats will help solve the difficulty.

A further change is sometimes found necessary for the jumping exercise in poorly constructed buildings, where a considerable jarring of the floor may be caused. All such difficulty is usually eliminated if the jumping is performed by half the class at a time along the two edges of the room where the ends of the floor beams are set in the walls.

In some school buildings the corridors are sufficiently wide, light, and airy to make it a decided advantage to take the gymnastics there. This affords greater freedom of movement, better opportunity to see and correct faults, and a chance to ventilate the schoolroom thoroughly during the absence of the class.

In the upper grades balance steps are introduced which combine the features of the leg, balance, and jump classes of movement. These three classes are omitted in lessons which include a balance step. The most convenient position for the hands during balance steps is the hips-firm position.

These movements resemble the balance class in calling for a fine adjustment of equilibrium and body control, but the conditions under which the control must be expressed are fluid rather than static. They resemble the jump class in their acceleration of heart and respiration, but here again the exercises are of a serial character rather than consisting of short, separate, vigorous efforts. Their rhythmic character and dan-

cing grace appeal to the aesthetic side of the child, especially to the girl at this age when the conscious output of muscular energy may seem more or less of a burden.

Since they are less formal in nature than the rest of the lesson it is well to use them as the closing exercise, devoting to them somewhat more than their proportionate allowance of time. They require movement of the children around the room, and the best arrangement for this seems to be to have every other row face the back of the room and every two rows constitute a group. The children in each group then follow each other around the row of desks which stands in their midst. All the groups can work at the same time and there will be no such crowding as probably would occur if they were to form in a large circle around the walls of the room. There is an advantage also in the fact that no child will move very far from his own seat, so that when the exercise is over there will be comparatively little movement before sitting down.

It should never be forgotten that one of the prime objects of schoolroom gymnastics is good posture and carriage. With the lessening of conscious effort which is likely to attend rhythmic work, especially when accompanied by music, strength and beauty of posture are likely to suffer. The teacher should bear this in mind and require the same erect attitude as in the earlier part of the lesson.

Ease and grace of movement and lightness of foot work are the other chief considerations. If the step is at all difficult it should be analyzed and taught in place before trying it around the room.

Various devices may be resorted to for the musical accompaniment. Of course if there is a piano in the room that will solve the difficulty. If there is a piano in a hall it may be worth while to give up the whole lesson one day in the week to the practice of balance steps there.

In the absence of any piano at all it often works well to have the children make their own music, using popular airs. They may hum, or sing the syllable "loo," or whistle. The boys and girls may take turns supplying the music, the boys whistling

and the girls humming. It is worth while to take some trouble to develop a good musical accompaniment, for its effect on the grace and rhythm and lightness of action is most valuable.

In teaching anything so military in character as gymnastics there is always danger of sacrificing the development of individual children to the perfecting of details which will improve the appearance of the class in mass action. While uniformity of action is important from the moral standpoint of good order and co-operation the teacher in working for it should not forget the fundamental physical purposes of the work, the development of strong posture, and performance of all gymnastic exercise with vigorous expenditure of energy and in strong attitudes.

In correcting the efforts of the children a higher stand should be taken than that of perfecting abstract form of movement. The children may be interested in the postural significance if that is the basis of the correction, or the hygienic if improvement of function is the object as in deep breathing, or the aesthetic as when beauty of form is to be developed by correct relations, or the social when individual taste needs to be subordinated to the uniform performance of the class.

In correcting postural faults the admonition "Shoulders back!" should never be used, since it results in an awkward, swayback posture. "Chest up!" "Head up!" "Stand tall!" are all good suggestions because they bring about an upward stretching of the whole body. If a child is found, however, whose best efforts are incapable of producing good posture the teacher should correct him manually by placing her hands on his shoulders, fingers in front, thumbs on shoulder blades, rolling the shoulders backward and off from the chest, at the same time forcing the chest upward and forward with her thumbs, which should press in on the wings formed by the shoulder blades. Gradually the child's muscle sense will be thus trained so that he will recognize the correct attitude and assume it voluntarily.

Praise heartily when you honestly can. A quick and generous recognition of an exercise well performed or of a conscientious striving toward it will stand out in gratifying relief against the background of stimulation and correction which must

necessarily be a pretty constant accompaniment of the commands.

Improvement in the work is furthered by the judicious use of child critics in the lower grades and as high up as the practice interests the children. A child critic may be chosen for various reasons: because of unusually good effort, because of poor effort, because of having a special fault to be corrected, etc. He must invariably be a child, however, who can be trusted to stand before the class and carry out his part attentively and decorously. He should be told what to watch for, e.g., the row that is best in posture, or in quickness of response, or in strength of movement, or in a certain detail that needs improvement. Or he may be told to pick out the row which seems to him to be doing the best work in general, in which case he should give the reason for his choice. No child should be chosen for critic oftener than once in several weeks, and gradually all the children in the class may have a turn at it. Both the critic and the class benefit by this device if it is reasonably used.

Two weeks make a good unit of time to devote to one gymnastic lesson. The teacher may not be satisfied with the degree of perfection achieved by the end of that period, but if the children have worked in a thoroughgoing fashion they will be ready for the next lesson. It is better to go back and review an old lesson occasionally than to risk monotony by working too long on the same one. Such a review will usually show that marked improvement and power have been gained through the practice of the intervening lessons.

The new lesson should not be introduced all at once. It is better to give one or two new movements daily, introducing them in their proper order among the old ones.

It is good practice in all grades to substitute a game on one day of the week for the gymnastic lesson. Wednesday is the best day for this as it breaks the week into two equal, short periods. The game gives the teacher an opportunity to observe the children at a different angle from that of any of their studies and at a time when they are expressing themselves with free-

dom from strain or consciousness. There are many games in all grades which can be used in the ordinary schoolroom. In suitable weather and season it is of course better to play the games outdoors.

GRADE I

KEEPING HOUSE

Story—The children are going to help the mother keep house today. They scrub the clothes clean and hang them on the line to dry. Then they sweep off the piazza and blow the dust from the railings and chairs. The baby begins to cry and they put him into his carriage and take him out for a ride. The mother then thanks them for helping her so nicely and sends them out to play.

Exercises:

1. Washing the clothes
 Purpose: Back and arm exercise.
 Signals: A. Take up the clothes.
 B. Rub them—down.
 Bend forward with straight spine and push arms out straight.
 C. Up.
 Return to erect position with arms bent.
2. Hanging the clothes on the line
 Purpose: Correction of chest and upper spine.
 Signals: A. Stand up on chairs.
 B. Pick up the clothing.
 Not a gymnastic movement, but part of the story.
 Children may suggest an article of clothing.
 C. Hang it on the line.
 Reach high up with both hands, look up, and clasp two fingers of one hand (clothes-pin) round one finger of the other.
3. Sweeping
 Purpose: Arm, shoulder, and trunk exercise.
 Signals: A. Take hold of the broom.
 B. Left.
 C. Right.
 Make a vigorous sweep in direction named, keeping feet flat on floor, swinging arms and twisting body.
4. Blowing dust
 Purpose: Full breathing.
 Signals: A. Breathe.
 Inhale through nose.

B. Blow.

Exhale forcibly through mouth, blowing at objects higher than the head.

5. Taking the baby out to ride

Purpose: Erect posture in walking.

Signals: A. Take hold of handle of carriage.

Bend hands up in front of shoulders.

B. Ready—walk.

Take 5-10 brisk steps forward rhythmically.

C. Turn.

D. Ready—walk.

With 5-10 brisk steps return to place.

E. Turn.

6. Running at play

Purpose: General exercise.

Signal: Ready—run.

Miscellaneous Suggestions:

The clothes line is very high so the children must stretch vigorously to reach it. Suggest objects to blow the dust from, always having the objects high, so that they will not blow in each other's faces. Only straight, strong children would be considered worthy to take the baby out to ride. The baby carriage is a full-size one, so the children have to reach up to the handle rather than to bend over.

GRADE II

THE SNOW PLAY

Story—The children reach up toward the clouds and try to pull the snow down out of them, scattering it on the ground in drifts. Then they gather it up, make it into snowballs, and throw them away. They try warming their hands by breathing on them and by swinging their arms across their bodies. They have a fine time coasting down hill on their sleds, and finally they run home again.

Exercises:

1. Making the snow fall

Purpose: Correction of chest and upper spine.

Signals: A. Reach.

Reach high with both hands, and look up.

B. Snowflakes.

Lower arms, letting hands and fingers suggest the falling snow.

2. Snowballing

Purpose: Back, leg, and arm exercise.

- Signals: A. On left (right) knee—down.
Kneel on left (right) knee, at the same time bending forward and reaching out with hands to gather snow together.
- B. Up.
Spring quickly to erect position, holding imaginary snow.
- C. Press.
Press snowball into shape.
- D. Ready.
Draw hand back ready to throw.
- E. Throw.
Throw at some suggested target.
3. Warming hands with breath
Purpose: Full breathing.
Signals: A. Breathe.
Inhale while hands are held away from mouth.
- B. Blow.
Blow into open palms.
4. Swinging arms for warmth
Purpose: Chest correction and arm exercise.
Signals: A. Arms up.
Raise stretched arms to shoulder height in side plane or a little back of it.
- B. Slap.
Swing arms across quickly, letting hands touch opposite shoulders momentarily and then swinging them back again forcibly so as to expand chest.
5. Coasting
Purpose: Leg and back exercise.
Signals: A. Take hold of sled rope.
Clasp hands behind.
- B. Climb hill—start.
Walk forward five steps, lifting knee high at each step.
- C. Turn.
Face back of room quickly.
- D. Ready—start.
Five more steps.
- E. Boy fashion.
Children lie on their chairs, face downward, arms stretched out in front.
Or, Girl fashion.
Children sit on their chairs, arms and feet in front.
6. Running home
Purpose: General exercise.
Signal: Ready—run.

Miscellaneous Suggestions:

In coasting, there may be a race, in which case the children with the straightest backs win.

GRADE I OR II

VALENTINE'S DAY

Story—The children start out to give away their valentines. First they drop into the letter box those that are to go a long distance. Then they go to a friend's house and climb the steps very softly so as not to be heard. Suddenly someone opens the door and looks out. The children crouch instantly and hide, but as soon as the door closes they spring up again. Then they slip some valentines under the door, ring the bell, and run quickly home, when, being out of breath, they pant vigorously.

Exercises:

1. Climbing the steps
 Purpose: Leg exercise.
 Signals: A. Hands on hips.
 B. Ready—climb.
 Take a given number of steps forward, lifting the knees high, and counting softly.
2. Dropping valentines into letter box
 Purpose: Correction of chest and upper spine.
 Signals: A. Reach.
 Raise both arms high, look up, and stand on tiptoes.
 B. Down.
 Return to straight standing position.
3. Hiding
 Purpose: Trunk and leg exercise.
 Choose a child to represent the inmate of the house. He stands in a chair with his hands over his face (closed doors). Suddenly he parts his hands and looks out, whereupon the other children crouch quickly down on the floor. Presently he closes his hands again, and the children spring to straight standing position.
4. Slipping valentines under the door
 Purpose: Trunk and leg exercise.
 Signals: A. On left (right) knee—down.
 Kneel with back erect.
 B. Slip the valentine under.
 Slip hands forward just above floor.
 C. Stand.
 Spring up to straight standing position.

5. Running home

Ring desk bell (door bell) for each row to run. Or the teacher may say "Ring" and the children respond by pressing an imaginary electric bell and saying "Ding," and running.

6. Breathing

Signals: A. Breathe in.

B. Breathe out.

Miscellaneous Suggestions:

Whose house shall we go to? How many steps are there to climb at that house? For whom shall we leave valentines? The choice of a child to open and close the imaginary doors may depend on good effort at taking the exercises well and holding good position.

GRADE III

LESSON III

1. Leg. *Hips—firm!* Foot placing forward with left (or right) foot, counting to eight—start! *Po—sition!*
Foot placed forward on odd counts, replaced on even counts. Weight moves forward each time so as to be evenly borne by the two feet. No alternating.
2. Arch. Head forward—bend! Upward—raise!
Head forward—bend! Neck relaxes and head drops forward on active chest.
Upward—raise! Head is raised slowly and strongly with chin in and neck back; a deep full breath meanwhile raises chest vigorously.
3. Arm. Chest—firm! Po—sition!
Each arm makes a horizontal shelf, elbow at height of shoulder in side plane, forearm bent forward, hand in front of chest, touching it, palm down. Hands are pulled as far apart as possible. Elbows are pulled well back.
4. Trunk. *Hips—firm! Feet sideways—place!* Trunk to left (right)—bend! Upward—raise! *Feet together—place!* *Po—sition!*
Shoulders should be kept squarely to front. A deep inhalation should accompany the bending, an exhalation the raising.
5. General exercise. Mark time—march! Class—halt!
6. Breathing. Arm raising forward and upward—raise!—sink!
Inhale while raising extended arms through the front plane to their full height above the head.

LESSON IV

1. Leg. One step forward—march! One step backward—march!
One step is taken in two counts, children counting, 1—2!
 1. Step forward or backward with left foot.
 2. Bring right foot up to left foot with a click of heels.

2. Arch. *Shoulders—firm!* Head to left—twist! Forward—twist! To right, etc.
The same in four counts—1!—2!—3!—4! *Po—sition!*
3. Arm. Neck—firm! *Po—sition!*
Tips of fingers meet on back of neck, wrists straight, elbows back, neck pressed back against fingers.
4. Trunk. Trunk to left—twist! Forward—twist! To right, etc.
Twist trunk and hips at least till shoulders are parallel with side wall, farther if possible. Keep shoulders at even height, feet flat on floor.
5. Jump. *Hips—firm! Heels—raise!* Jump, counting to ten—start! *Heels—sink! Po—sition!*
Jump, keeping heels together and landing lightly on toes at each count. Teacher gives each count as a command at first; later the children count aloud and jump rhythmically.
6. Respiratory. *Arms forward—raise!* Arm moving sideways—1!—2! *Po—sition!*
Arm moving sideways—1! Carry arms horizontally to side plane. 2! Return to front plane.
After spending two weeks on each of the above four lessons spend two weeks in alternating the third and fourth.

GRADE IV

LESSON III

1. Introductory. Side step to left (or right)—march!
Side step to left and right—march!
Two side steps to left (or right)—march!
Side step is taken in two counts. Left foot steps to left on “one,” right heel is brought up to left with a click on “two.”
2. Leg. *Hips—firm!* Foot placing forward with change of feet, counting to eight—start! *Po—sition!*
See Grade III, Lesson III. Start with left foot and alternate.
3. Arch. Head forward—bend! Upward—raise!
See Grade III, Lesson III.
4. Arm. Neck—firm! *Po—sition!*
See Grade III, Lesson IV.
5. Trunk. *Hips—firm!* Trunk to left—twist! Forward—twist! To right, etc.
See Grade III, Lesson IV.
6. Jump. *Hips—firm! Left foot forward—place! Heels—raise!* Jump with change of feet, counting to eight—start! *Heels—sink! Po—sition!*
Land with right foot in front of left on odd numbers, left in front of right on even numbers.

7. Breathing. Arm raising forward and upward—raise!—sink!
See Grade III, Lesson III.

LESSON IV

1. Introductory. Review the forward steps and the side steps.
2. Leg. *Hips—firm!* Foot closing and opening, counting to eight—start!
Po—sition!
See Grade III, Lesson I.
3. Arch. *Head to left—twist!* Head twisting all the way—1!—2! *Forward—twist!*
4. Arm. Head—firm! Po—sition!
Tips of fingers meet on crown of head, wrist curved upward, elbows back.
5. Trunk. Neck—firm! Trunk forward—bend! Upward—raise! Po—sition!
The same in four counts—1!—2!—3!—4!
The same three times—go!
6. Jump. *Hips—firm!* *Left foot backward—raise!* Running in place, counting to eight—start! *Po—sition!*
Left foot backward—raise! Raise foot as high as knee. In the running movement throw the feet as high as the knees, and land on the toes. To facilitate finishing with both feet on the floor the word “down” may be substituted for the count “eight.”
7. Breathing. Arm turning—1!—2!
Inhale while the arms are rotated outward until thumbs point backward, exhale while returning to starting position.

GRADE V

LESSON III

1. Introductory. Two steps forward—march! Two steps backward—march!
Left about—face! Right about—face!
Two steps forward, etc. See Grade IV, Lesson II.
Left about—face! Same technique as in left facing, but the turn covers 180°.
2. Leg. *Hips—firm!* Alternate heel and toe raising, counting to ten—go!
Po—sition!
Raise heels and lower toes on odd counts, raise toes and lower heels on even counts. Do not bend at hip joint.
3. Arch. *Hips—firm!* Head forward—bend! To left (right)—roll! Forward—twist! *Po—sition!*
To left—roll! Swing head in a quarter circle upward to left, at the same time turning it, so that child finishes with head erect, looking over left shoulder.

4. Arm. *Shoulders—firm!* Left arm sideways—stretch! Arms—change! Change! *Po—sition!*
See Grade VI, Lesson II.
5. Balance. *Hips—firm!* Left (right) knee upward—bend! Foot re—place! *Po—sition!*
Bend knee up in front plane till there is a right angle at hip joint and another at knee joint, with toe pointed downward.
6. Abdominal. *Hips—firm!* Trunk to left—twist! Forward—twist! To right, etc. *Po—sition!*
See Grade III, Lesson IV.
7. Back. *Hips—firm!* Trunk forward—bend! Neck—firm! Hips—firm! Neck—firm! Hips—firm! Trunk—raise! *Po—sition!*
The same in eight counts—go!
The counting should be in slow time.
8. Jump. *Hips—firm!* Jump in place—1!—2!—3, 4!—5!—6! *Po—sition!*
See Grade VI, Lesson II.
9. Respiratory. *Arms sideways—raise! Hands—turn!* Arm raising upward—raise!—sink! *Po—sition!*
Arm raising upward—raise! Raise arms to fully extended position above head. Sink! Lower them to height of shoulders in side plane.

GRADE V

LESSON IV

1. Introductory. *Hips—firm!* Running in place, counting to ten—go! *Po—sition!*
See Grade IV, Lesson IV.
2. Arch. *Hips—firm!* Neck backward—bend! Upward—raise! *Po—sition!*
3. Arm. Arm stretching upward and foot placing sideways—1!—2!
Position in two counts—1!—2!
1! Bring arms to shoulders—firm position and place left foot. 2! Stretch arms to full extension and place right foot.
Foot placing sideways. See Grade III, Lesson II.
4. Leg. *Hips—firm!* Foot placing forward and backward with change of feet—go! *Po—sition!*
Class counts to four twice. 1. Place left foot forward two foot-lengths' distance. 2. Replace it. 3. Place it backward a similar distance. 4. Replace it. 1, etc., Repeat with right foot.
5. Balance. *Hips—firm!* Left (right) leg backward—raise! Foot re—place! *Po—sition!*
Raise leg backward about 45° with knee straight and without tipping trunk forward.

6. Abdominal. Chest—raise! Re—turn!
See Grade VI, Lesson II.
7. Back. *Arms sideways stretch and feet sideways—place!* Trunk forward—bend! Arm turning—1!—2! Trunk—raise!
Or, Trunk bending forward and arm turning—go! *Po—sition!*
Arms sideways stretch, etc. Technique similar to that in Arm movement above, but children do the counting.
Arm turning—1! Rotate arms so that thumbs turn upward and backward. Trunk bending, etc.—go! Taken in four counts. 1. Bend forward. 2. Rotate arms. 3. Rotate back again. 4. Raise trunk.
8. Jump. Jump with sideways flinging of arms—1!—2!—3, 4!—5!—6!
3, 4! The arms are flung sideways and returned to position while the child jumps upward and returns to landing position.
9. Respiratory. *Chest—firm!* Arm flinging sideways—1!—2! *Po—sition!*

GRADE VI

LESSON III

1. Introductory. Combination of one march step and one facing as:
One step forward and left about face—march! Left face and side step to left—march!
Make each step of facing complete.
2. Leg. Neck—firm! Heel raising and knee bending—1!—2!—3!—4! The same three times—go! *Po—sition!*
Bend knees to right angles only.
3. Arch. *Hips—firm!* Head to left—twist! To left—bend! Upward—raise! Forward—twist! To right, etc.
Head to left—twist! Twist head till chin is over shoulder. To left—bend! While inhaling deeply bend head toward back (following left ear), at the same time raising chest.
4. Arm. Arm stretching upward—1!—2! Stretching downward—1!—2! Upward—2! as high above head as possible, elbows straight.
5. Balance. *Hips—firm!* Left knee upward—bend! Knee forward—stretch! Upward—bend! Re—place! Right knee, etc.
Knee upward—bend! See Grade V, Lesson III. Forward—stretch! Straighten the knee, lowering leg so that it forms angle of 45° with floor.
6. Abdominal. *Hips firm and feet—close!* Trunk to left—twist! Forward—twist! To right, etc.
Trunk to left—twist! See Grade III, Lesson IV.
7. Back. Trunk forward—bend! Arm raising sideways—raise!—sink! Trunk—raise!
Arms should be raised to shoulder height. In sinking they should move in a line parallel with axis of trunk.

8. Jump. Jump in place with the hips firm—1!—2!—3, 4!—5!—6!
3, 4! As the children jump they change hands to hips-firm, and return them to fundamental position as they land.
9. Respiratory. *Hips—firm!* Arm pulling backward—1!—2! *Po—sition!*
1! Inhale while pulling elbows backward vigorously. 2! Exhale while letting them slip forward passively.

GRADE VI

LESSON IV

1. Introductory. *Hips—firm!* Running in place, counting to ten (or twenty or thirty)—go! *Po—sition!*
See Grade IV, Lesson IV.
2. Arch. *Hips—firm!* Chest—raise! Re—turn! *Po—sition!*
3. Arm. Left arm upward, right arm downward, stretching—1!—2! Arm changing—1!—2! Arm stretching downward—1!—2!
1! Shoulders-firm position. 2! Arms extended in direction named.
4. Leg. *Hips—firm!* Foot placing diagonally forward and backward with change of feet—go! *Po—sition!*
5. Balance. *Hips—firm!* Left leg forward—raise! Feet—change! Feet—change! etc.
Class counts 1—2! 1. Replace foot. 2. Lift the other.
6. Abdominal. *Left hip firm and right arm forward upward—fling!* Trunk to left—bend! Upward—raise! Arms—change! To right, etc. *Po—sition!*
Fling! Both hands move at once. The right moves upward in front plane to highest point it can reach. *Po—sition!* Both hands move at once. The right moves down in front plane.
Always bend trunk toward the side that has hand in hips-firm position.
7. Back. *Arms sideways stretch and feet sideways—place!* Trunk forward—bend! Arm rotation—1!—2! Trunk—raise! *In one count, po—sition!*
See Grade V, Lesson IV.
8. Jump. Jump in place, flinging arms sideways—1!—2!—3, 4!—5!—6!
3, 4! As children jump they fling stretched arms to height of shoulders in side plane. As they land they return arms to fundamental position.
9. Respiratory. *Shoulders—firm!* Slow arm stretching sideways—1!—2!
Po—sition!

GRADE VII

LESSON III

1. Introductory. Combinations of one march step and two facings or two march steps and one facing, as:
Two steps forward and left face—march!
Left face, side step to left and left face—march!
Make each step or facing complete.

2. Arch. *Neck—firm! Chest—raise! Re—turn! Po—sition!*
3. Arm. Left arm sideways, right arm upward stretching—1!—2! Arm changing—1!—2! Arm stretching downward—1!—2! 1! Shoulders—firm position.
4. Leg. *Hips—firm!* Foot placing forward, sideways, and backward with change of feet—go! *Po—sition!*
Six counts with left foot, six with right. 1. Place foot forward. 2. Replace it. 3. Place foot sideways. 4. Replace it, etc.
5. Abdominal. *Left hip firm, right arm forward upward—fling!* Trunk to left—bend! Upward—raise! Arms—change! To right, etc. *Po—sition!*
See Grade VI, Lesson IV.
6. Back. *Arms sideways stretch and feet sideways—place!* Trunk forward—bend! Arm rotation—1!—2! Trunk—raise! *In one count, po—sition!*
See Grade V, Lesson IV.
7. Respiratory. Arm rotation and deep breathing—1!—2!
See Grade IV, Lesson IV.
8. Balance Steps. *Hips—firm!* Four march steps and four slide steps alternating—go!
Four march steps: four walking steps, beginning with left foot. Four slide steps: four slides forward with right foot, bringing left foot up behind each time.
Development: A. (The line of march having been previously laid out.)
March steps about the room in series—go! Class—halt! Halt is done as at same command after mark time—march!
B. Four slide steps forward with left, four with right—go!
C. Same as B in series, i.e., continuing until command, Class—halt! when class brings heels together on second count.
D. Four march steps and four slide steps alternating—go!
March steps always start with left foot, slide steps with right.
E. Same as D in series.

GRADE VII

LESSON IV

1. Introductory. *Hips—firm!* Running in place, counting to ten (or twenty or thirty)—go! *Po—sition!*
See Grade IV, Lesson IV.
2. Arch. *Hips—firm!* Head to left—twist! To left—bend! Upward—raise! Forward—twist! To right, etc. *Po—sition!*
See Grade VI, Lesson III.

3. Arm. Arm stretching forward and backward—1!—2!—1!—2! Arm stretching downward—1!—2!
1! Shoulders-firm position. 2! Stretch both arms in direction named.
4. Leg. *Hips—firm!* Heel raising and knee bending in series—go! Class—halt! *Po—sition!*
Each movement is taken in four counts (see Lesson I), and this continues rhythmically till the command, class—halt! when the class stops in two counts.
5. Balance. *Hips—firm!* Left knee upward—bend! Knee forward—stretch! Knee—bend! Foot re—place! Right knee, etc.
See Grade VI, Lesson III.
6. Abdominal. *Hips firm and left foot forward—place!* Trunk to left—twist! Forward—twist! Feet—change! Trunk to right, etc. *Po—sition!*
Left foot forward—place! A two foot-lengths' placing, weight evenly divided. Feet—change! Taken in two counts: 1. Replace foot. 2. Place the other foot.
7. Back. *Hips—firm!* Left forward fall—out! Feet—change! Foot re—place! *Po—sition!*
8. Jump. *Hands for jump—place!* Jump over chairs—1!—2!—3, 4!—5!—6!
Hands for jump—place! Turn so as to face chairs and place one hand on desk in front of chair and one on desk at rear.
3, 4! Jump over chair landing softly in the farther aisle.
9. Respiratory. *Arms sideways—raise!* Arm rotation—1!—2! etc.

GRADE VIII

LESSON III

1. Introductory. Combinations of two march steps and two facings in one command, as:
Right face, two side steps to right and right face—march!
One step forward, right face, side step to right, and left face—march!
Make each step or facing complete.
2. Arch. *Neck—firm!* Chest—raise! Re—turn! *Po—sition!*
3. Arm. Arm stretching sideways and upward—1!—2!—1!—2! Arm stretching downward—1!—2!
1! Shoulders-firm position. 2! Straight arm extension in direction named.
4. Leg. *Hips—firm!* Foot placing forward, sideways, and backward with change of feet—go! *Po—sition!*
See Grade VII, Lesson III.
5. Abdominal. *Left hip firm, right arm forward upward—fling!* Trunk to left—bend! Upward—raise! Arms—change! To right, etc. *Po—sition!*
See Grade VI, Lesson IV.

6. Back. *Arms sideways stretch and feet sideways—place!* Trunk forward—bend! Arm rotation—1!—2! etc. Trunk—raise! *In one count. Po—sition!*
See Grade V, Lesson IV.
7. Respiratory. *Chest—firm!* Arm flinging sideways—1!—2! etc. *Po—sition!*
8. Balance Steps. Waltz balance step, in three part time, preferably mazurka time. Performed with hips firm.

Development:

- A. 1) Step to left with left foot.
2) Step forward in front of left foot with right foot, lifting left foot from floor.
3) Replace left foot on floor behind right, raising right from floor.
4), 5), 6) Repeat to right.
- B. 1) Same as A 1).
2) Same as A 2) except that right foot is slid forward instead of stepped forward.
3) Same as A 3).
- C. 1) Same as B 1).
2) Same as B 2) except that child rises on toes of both feet instead of lifting backward foot from floor.
3) Heel of backward foot sinks to floor.
- D. Same as C except that some progress forward is made on the first count so that children gradually move up or down the aisles. Command "Class—halt" is signal for stopping, after the performance of one more step.

N.B.—As the foot slides to left the body bends to right and vice versa.

GRADE VIII

LESSON IV

1. Introductory. *Hips—firm!* Running in place, counting to ten (or twenty or thirty)—go! *Po—sition!*
See Grade IV, Lesson IV.
2. Arch. *Hips—firm!* Head to left—twist! To left—bend! Upward—raise! Forward—twist! To right, etc. *Po—sition!*
3. Arm. Arm stretching forward and backward—1!—2!—1!—2! Arm stretching downward—1!—2!
4. Leg. Neck firm and hips firm with heel raising and knee bending—go! The same three times—go!
Taken in four counts: 1! Neck firm and heels raise. 2! Hips firm and knees bend. 3! Neck firm and knees stretch. 4! *Po—sition!*

5. Balance. *Hips—firm!* Leg swinging with left (right) leg—1!—2!—3! etc. *Position!*
 1! Bend leg up with knee as nearly in side plane as possible and foot opposite other knee. 2! Straighten leg in side plane at angle of 45° with floor. 3! Replace foot.
6. Abdominal. *Hips firm and feet sideways—place!* Trunk to left—twist! Forward—twist! To right, etc. *In one count, Position!*
7. Back. *Hips—firm!* Left forward fall—out! Feet—change! etc. Foot re—place! *Position!*
8. Jump. *Hips—firm!* Jump with left facing twice—1!—2!—3, 4!—5, 6!—7!—8!
 3, 4! Jump facing left 90° . 5, 6! Jump facing left 90° .
9. Respiratory. *Hips—firm!* Arm pulling backward—1!—2! etc. *Position!*
 See Grade VI, Lesson III.